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## BOOK REVIEWS.

*Adolescence: Its Psychology and its Relations to Physiology, Anthropology, Sociology, Sex, Crime, Religion, and Education.* 2 vols. By G. STANLEY HALL. New York: D. Appleton & Co., 1904.

In two bulky volumes President Hall has produced an *omnium gatherum* of data and doctrines regarding adolescence which is encyclopedic in its scope and variety. A vast literature has been ransacked to afford facts bearing on all phases of adolescent experience and their bodily and social correlates. The work is a mine of information, a résumé of investigations, relating to such topics as "Growth in Height and Weight;" "Adolescence in Literature, Biography, and History;" "Adolescent Psychology of Conversion;" "Growth of Motor Power and Function;" "Diseases of Body and Mind in Adolescence;" "Adolescent Feeling toward Nature;" "Psychology and Pedagogy, or Adolescent Races and their Treatment." To review within the usual limitations of space a book of such varied contents as this seems to the present writer a sheer impossibility. I will try to confine myself to what seems to be the general standpoint and method of the book.

In the preface Dr. Hall announces that this book is based on the author's *Psychology*, now in preparation, which should logically have been published first. The standpoint of the latter is roughly and provisionally indicated in chapter x. This chapter deals with the "Evolution of the Feelings and Instincts Characteristic of Normal Adolescence." "Paleopsychism" is a word with which the author conjures. The book is permeated with what, for want of a better expression, might be called geological psychology. The individual child and youth is conceived of as mounting upward through the different strata of age-long race-evolution; he recapitulates the now fixed stages of a prehistoric past. This doctrine leads Mr. Hall to regard the non-volitional movements of earliest infancy and of later childhood as one of the richest of all the paleopsychic fields. He takes issue with the well-known Groos theory, which interprets such movements as anticipations of future useful activities. According to Mr. Hall, such movements are to be explained rather as "ancient modes of locomotion, prehension, balancing, defense, attack, sensuality, . . . motor odds, ends, and titbits," often suggestive of an "almost saurian age, like the swimming movements of young infants, old modes of climbing, hitting, fighting, hunting" (Vol. I, p. 160). Likewise Mr. Hall conceives the child from nine to twelve as representing "an old and relatively perfected stage of race-maturity, still in some sense and degree feasible in warm climates, which, as we have previously urged, stands for a long-continued one, a terminal stage of human development at some post-simian point."

Child-development, then, is a sort of progressive stratification. Each stratum, as laid down in the life of the individual, represents some deposit of early race history. The microcosm of the ontogenetic series duplicates the macrocosm of the phylogenetic series. The child is faced back to the past. A stratum once formed through this retrospection imitation, so to speak, a new influx of energy accrues which breaks through the mold and demands restratification. Thus "at dawning adolescence this

old unity and harmony with nature is broken up." The new elements introduced from the environment are more complex than ever before, the new energy more fiery, the possibilities of control more unstable. It would seem, if I understand the author aright, that the nearer the child-youth approaches the upper levels of stratification—the surface and soil of the earth itself—the more volcanic the strata become, thus reversing the usual course of nature.

According to Dr. Hall, the chief characteristics of adolescence are its intensity of energy, its emotional instability, its passionate fondness for excitement. He enumerates, with a wealth of detail and illustration, twelve types of this instability and fluctuation, of this extreme tension of opposites; e. g., overexertion versus languor, selfishness versus self-abnegation, extremes of sociability and solitude, sensitiveness and indifference, eagerness and complacency, wisdom and folly, knowing and doing, introspection and objectivity, conservatism and radicalism, virtue and vice. So crowded are these pages with instances of violent extremes in all kinds of activity—mental, moral, and physical—that the reader wonders if so much instability can be locked up in the experiences of the healthy boys and girls he has known, without bursting the barriers far more often than it actually does. Are these the "Feelings and Instincts Characteristic of *Normal* Adolescence"? It is a question whether President Hall's method is not to force the note of the pathological and morbid whenever the occasion permits. That he has described a pair of extremes, a virtue and a vice, too violent to fit into the experience of some morbid youth may not be doubted. But that he has described the typical and normal is open to serious doubt. His theory convicts him of this, let alone the facts.

And what is this theory? A theory of recapitulation which faces the child toward the past, which regards him as living through a set of relatively fixed conditions or strata, geology-wise. Hence, the lack of continuity of individual development, the lack of prospective reference. The abnormal instability of the highest stage is the penalty imposed because of the overrigidity of the preceding stages.

Mr. Hall affords the best example of this theory in his doctrine of elementary education, one of the chief points of which is clearly stated in the following sentence: "Just as about the only duty of young children is implicit obedience, so the chief mental training from about eight to twelve is arbitrary memorization, drill, habituation, with only a limited appeal to the understanding."<sup>1</sup> Mr. Hall faces the child post-simian-ward at this period. "It is the age of little method and much matter. The good teacher is now a *pedotrieb*, or boy-driver."

I offer by way of criticism neither a fact, a theory, nor a doctrine, but merely a speculation. Suppose that a child, say from eight to twelve, is subjected to just the sort of thing described above, at the hands of a skilful foreman or *pedotrieb*. Suppose he thus becomes equipped with a set of well-nigh automatic habits through arbitrary memorization and drill in the tools of calculation and language, and suppose he is well stored with information or "matter," with "only a limited appeal to the understanding." Meanwhile deeper and more instinctive functions ripen and assert themselves. What have you done but to prearrange with almost diabolical cunning a volcanic condition? You have built a hard crust of superficial habits, accomplishments, and "matter" over the gathering fires of further growth. You have been preparing for the violent upheavals and emotional instabilities that you come later to regard as typical of adolescence, but which are really typical only of a species of arrested

<sup>1</sup> Vol. II, p. 451.

development. You made "only a limited appeal to the understanding" from eight to twelve. And you expect a dawn of reason and intellectual balance at twelve? No, you expect what you are able to find exemplified in pathological cases—disintegrating emotional instability and fluctuation. You reap as you have sown.

The health, the sanity, the intellectual curiosity and hunger of normal youth have deeper roots.

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*The Making of Our Middle Schools: An Account of the Development of Secondary Education in the United States.* By ELMER ELLSWORTH BROWN. New York: Longmans, Green & Co. Pp. 547. \$3.

To the reviewer it is difficult to understand why this work of Mr. Brown has not received more attention—unless it be the very magnitude of the undertaking. Our secondary schools present the largest number of problems in organization and curriculum of any stage in present-day education. They deal with the most critical and important period in school life and have long furnished fruitful material for discussion. When a subject of such importance is shown by the attractive light of its historic setting in the logical, sane, and scholarly way that every theme which comes from the pen of Mr. Brown is handled, the result may well challenge the interest and careful criticism of all educators who look beyond the daily routine.

Moreover, it should be remembered that, while the secondary systems of Germany, France, and England have been most clearly and adequately described and discussed, there has never before been rendered a real connected account of our own high schools and academies. In fact, even a cursory reading of this scholarly book convinces one that, in spite of the rapidly changing principles and methods of secondary work, it will be considered the authority for the next quarter of a century at least, and must always remain the basis of any work written hereafter on the history of secondary education in this country. If the author had never produced anything else to entitle him to the prominent position which he holds among specialists in education, *The Making of Our Middle Schools* should have earned him this distinction.

*The Making of Our Middle Schools* seems to have been the outcome of articles contributed to the *School Review*, but it is far from being a mere compilation, filled with the repetitions, incongruities, and disconnectedness of most philosophical and educational books which have originated in this way. The logical method is revealed at every stage. After showing the impossibility of accurately defining the field of secondary education, because of its variations at different periods of our history and in different parts of the country, and describing the best efforts to define it that have been made from the standpoints of curriculum, psychology, biology, and sociology, Mr. Brown enters upon a historical account of the development of secondary schools in this country. He treats educational history as one side of the history of civilization and makes it apparent at every step how our secondary schools are an outgrowth of American life and ideals. Thus the modest, but appropriate, title of the book is justified.

Mr. Brown divides the history of secondary education in America into the periods of the Latin grammar school, the academy, and the modern high school. In this he does not draw hard-and-fast lines of demarkation, but shows how these different stages shade into each other as the occupations, ideals, and character of the people